

Information skills in the school

© State of New South Wales through the NSW Department of Education and Training, 2007

Steps in the process

- Did I fulfil my purpose?
- How did I go - with each step of the information process?
- How did I go - presenting the information?
- Where do I go from here?

Information skills

Students should be able to:

- review the extent to which the end product meets the requirements of the task
- assess their use of this process in completing the task
- examine strengths and weaknesses in specific information skills
- identify increases in knowledge
- set personal goals for the further development of information skills.

Steps in the process

- What will I do with this information?
- With whom will I share this information?

Information skills

Students should be able to:

- identify the requirements of different forms of presentation
- consider the nature of the audience for the presentation
- select a form and style of presentation appropriate to the audience and the content of the material
- prepare the presentation
- present the information.

Steps in the process

- What is my purpose?
- Why do I need to find this out?
- What are the key words and ideas of the task?
- What do I need to do?

Information skills

Students should be able to:

- relate the task to their learning
- clarify the meanings of the words of the task
- identify and interpret key words and ideas in the task
- state the task in their own words
- work out the parts of the task.

Steps in the process

- What do I already know
- What do I still need to find out?
- What sources and equipment can I use?

Information skills

Students should be able to:

- recall relevant information and skills from previous experience
- recognise strengths and limitations of current knowledge and decide whether additional information and/or skills are needed
- limit an investigation to a manageable size
- identify possible sources (people, organisations, places, print, electronic materials, objects)
- recognise the relative worth of sources
- select the best of these sources to use
- locate sources and appropriate equipment
- use appropriate equipment
- record details of sources that are used.

Steps in the process

- What information can I leave out?
- How relevant is the information I have found?
- How credible is the information I have found?
- How will I record the information I need?

Information skills

Students should be able to:

- begin to analyse the usefulness of each source
- use key words to locate potentially useful information within sources
- skim each source for information
- identify information that has links with the task
- assess and respect privacy and ownership of information
- decide what to do about deficiencies within information
- decide whether information is closer to fact or opinion
- assess the credibility of sources which express opinion
- identify inconsistency and bias in sources
- devise a system for recording and synthesising information
- summarise information
- record quotations and sources of information.

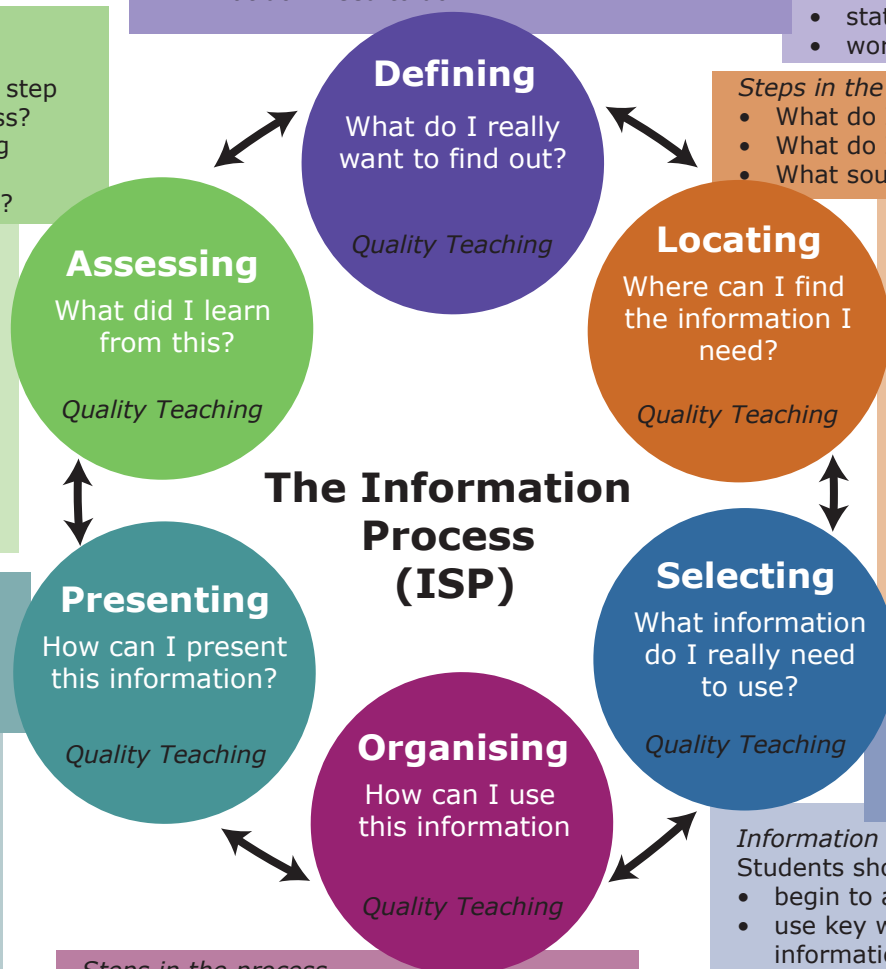
Steps in the process

- Have I enough information for my purpose?
- Do I need to use all this information?
- How can I best combine information from different sources?

Information skills

Students should be able to:

- review the purpose of the task
- combine the information into larger units of information
- combine the units of information into a structure
- review the structure in light of the purpose of the task
- adjust the structure where necessary.



NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING



NEALS